

| | Not yet meeting expectations | Approaching expectations | Meeting expectations | Fully meeting expectations | Exceeding expectations |
|---|---|--|--|--|---|
| | I | C- C | C+ | B | A |
| LISTENING | | | | | |
| Verbal Instruction | <input type="checkbox"/> demonstrates very little comprehension; will ask for other students to translate | <input type="checkbox"/> comprehends some of the time; often needs repetition or further explanation | <input type="checkbox"/> comprehends often; may need repetition or further explanation | <input type="checkbox"/> comprehends and responds quickly and appropriately | <input type="checkbox"/> always comprehends easily |
| SPEAKING | | | | | |
| Message/ideas | <input type="checkbox"/> message is not communicated | <input type="checkbox"/> general message is communicated but has some gaps or confusion | <input type="checkbox"/> general message is communicated | <input type="checkbox"/> message is communicated, easy to understand | <input type="checkbox"/> message is clearly communicated and includes extra details |
| Use a variety of words and sentences | <input type="checkbox"/> uses words rather than sentences | <input type="checkbox"/> uses a limited number of basic sentences to express needs | <input type="checkbox"/> uses commonly used sentences | <input type="checkbox"/> uses a range of sentence types | <input type="checkbox"/> uses a wide variety of sentence types |
| Fluency | <input type="checkbox"/> does not speak spontaneously | <input type="checkbox"/> rarely speaks spontaneously without prompting | <input type="checkbox"/> speaks with some hesitation, requires some prompting | <input type="checkbox"/> communicates ideas without support | <input type="checkbox"/> communicates ideas clearly and confidently |
| READING | | | | | |
| Pronunciation and Fluency | <input type="checkbox"/> many long pauses and difficult for listeners to decipher message | <input type="checkbox"/> some pauses and at times difficult for listeners to decipher message | <input type="checkbox"/> parts of the message are fluent; mostly understandable | <input type="checkbox"/> message is fluent and understandable; inflection of voice attempted | <input type="checkbox"/> message is fluent and clearly understandable; much expression is added |
| Comprehension | <input type="checkbox"/> demonstrates little comprehension in reading | <input type="checkbox"/> demonstrates some comprehension in reading | <input type="checkbox"/> demonstrates comprehension in reading | <input type="checkbox"/> demonstrates a high degree of comprehension | <input type="checkbox"/> consistently demonstrates a high degree of comprehension |
| WRITING | | | | | |
| Ideas and Information | <input type="checkbox"/> very limited detail; model is copied; very repetitive | <input type="checkbox"/> limited detail; writing is often repetitive; similar to model | <input type="checkbox"/> includes some detail; may add some new words | <input type="checkbox"/> lots of detail; will experiment with new vocabulary & phrases | <input type="checkbox"/> detailed & expressive; always experiments with new words & phrases |
| Use of language | <input type="checkbox"/> uses very little French vocabulary | <input type="checkbox"/> uses limited amount of vocabulary; may include some English | <input type="checkbox"/> uses some words and sentences learned in class | <input type="checkbox"/> uses many words and sentences learned in class | <input type="checkbox"/> uses words and sentences learned in class, adds new words |
| Accuracy | <input type="checkbox"/> very few structures are correct; difficult to discern meaning | <input type="checkbox"/> some structures are correct; consistent errors affect meaning | <input type="checkbox"/> many structures are correct; some errors may affect meaning | <input type="checkbox"/> most structures are correct; minor errors do not affect meaning | <input type="checkbox"/> all structures are correct; errors are due to expanding vocabulary |
| Mechanics = spelling, punctuation capitalization, legibility | <input type="checkbox"/> mechanics hinder comprehension of message | <input type="checkbox"/> mechanics interfere with comprehension of the message | <input type="checkbox"/> mechanics may interfere with meaning | <input type="checkbox"/> mechanics do not interfere with meaning | <input type="checkbox"/> mechanics enhance meaning |
| <p>_____</p> <p>Teacher's Signature</p> | | | | <p>_____</p> <p>Principal's Signature</p> | |
| | | | | <p>Letter grade and effort mark for end of Intensive French term⇒</p> | <p>Letter Grade</p> |
| | | | | | <p>Effort Mark</p> |